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ABSTRACT

This module is the first of five integrated professional development modules for adult literacy and basic education (ALBE) personnel. This module is in the form of a 6-hour workshop, the purpose of which is to develop the participants' competence to conduct initial assessment, placement, and referral of ALBE students. An overview consists of these components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested references. Presenter's guidelines correlate content to the guidelines and resources in a three-column table format. The workshop resources section contains handouts, transparency masters, suggested resources, and workshop evaluation form. (YLB)

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Inservice Program for Adult Literacy and Basic Education Personnel

Modules
1 to 4

A project commissioned by the National Staff Development Committee for
Vocational Education and Training

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Inservice Program for Adult Literacy and Basic Education Personnel:
Modules 1 to 4 is one component of the National Framework for Professional Development of Adult Literacy and Basic Education Personnel, a project of the TAFE National Staff Development Committee.

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Introduction

In recent years there has been increased recognition of the importance of education and training in Australia's program of economic and industry reform. Members of the workforce need work-related English language and literacy skills to take advantage of the focus on education and training. Therefore it is crucial that adequate and appropriate resources, including human resources, are available so that language and literacy education can take a central role in the Training Reform Agenda.

A major step was taken in 1991 by the TAFE National Staff Development Committee aimed at achieving an adequate resource of Adult Literacy and Basic Education personnel equipped to meet the challenge. It funded a project to identify the resource gaps and to investigate the professional development needs of ALBE personnel in TAFE.

The result of the 1991 project was the identification of these needs:

- a more systematic approach nationally to ALBE professional development;
- opportunities for staff currently working in the area to upgrade the quality of teaching and management of ALBE programs within TAFE;
- professional development for newly recruited teachers of ALBE;
- a framework for future development of professional development programs.

In 1992 the TAFE National Staff Development Committee published *A Draft National Framework for Professional Development of Adult Literacy and Basic Education Personnel*, providing a plan for meeting the identified needs over 1993 and 1994. The Framework has the following aim and objectives:

► **Aim**

To ensure that there is a sufficiently trained human resource base within the national TAFE system to deliver quality adult literacy and basic education programs.

► **Objective One**

To provide a nationally coordinated approach to the planning, development, implementation and evaluation of ALBE professional development programs over the next two years.

► **Objective Two**

To ensure that adequate recruitment and induction processes are developed and implemented.

► **Objective Three**

To promote opportunities for ALBE staff to develop additional competencies.

► **Objective Four**

To increase the competencies of ALBE personnel so that they can respond effectively to a broad range of learning situations or contexts.

► Objective Five

To ensure that current practice is informed by research and that theoretical implications are addressed through professional development opportunities.

In response to the Framework, project managers and project writers in several states and territories worked in 1992/3 on *Inservice Program for ALBE Personnel*. They completed Modules 1 to 4 which are included in this package. *Inservice Program for ALBE Personnel* will eventually contain six integrated professional development modules.

- **Module 1** Assessment, Placement and Referral
- **Module 2** Developing ALBE Learning Programs
- **Module 3** Managing an ALBE Learning Environment
- **Module 4** Linking Theory and Practice
- **Module 5** Language in the ALBE Classroom
- **Module 6** Technology and ALBE

Modules 5 and 6 are being prepared in 1993/4. All the modules are designed to achieve the Aim and Objectives and to exemplify the Principles of Professional Development that the Framework enunciated. *Inservice Program for ALBE Personnel* is therefore a significant part of the overall plan to meet the needs of workers in the field.

The TAFE National Staff Development Committee believes that it should promote a Competency Based system of Training by having its own programs modelled on this system. Consequently TAFE personnel who attend the programs will benefit in two ways: they will experience a Competency Based system of Training as participants; and they will develop professionally by seeing the way it works and how they should use it in their own teaching practice.

The curriculum for *Inservice Program for ALBE Personnel* has been designed on a Competency Based model using the current ACTRAC User's Guide (September 1992). At the end of each individual workshop participants will receive Statements of Achievement. Participants who complete the six modules will receive a Statement of Attainment. At present, and until the program is accredited in the states and territories, it is not anticipated that Recognition of Prior Learning will be commonly requested. When the states and territories have their formal policies in place Recognition of Prior Learning for this program will accord with those policies; in the meantime RPL requests will be managed by individual program coordinators.

The outcome of this program will be that a wide variety of ALBE personnel: teachers, teacher managers, senior managers and trainers of volunteer tutors, will enhance their professional skills. This will equip them to respond more effectively in a variety of contexts: in TAFE colleges, the workplace, the community, prisons, adult education centres and curriculum development units.

► Acknowledgments

The production of *Inservice Program for ALBE Personnel* began with the 1991 TAFE National Staff Development Committee Literacy Project and has drawn on the skills of many people. They are all thanked for their contributions.

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1 Aims

Inservice Program for ALBE Personnel aims

- ▶ to promote opportunities for Adult Literacy and Basic Education (ALBE) staff to develop additional competencies and
- ▶ to increase the competencies of ALBE personnel so they can respond effectively to a broad range of learning situations or contexts.

2 Course Structure

Inservice Program for ALBE Personnel has six modules, each of which is in the form of a 6 hour workshop. Modules 1 to 4 are published in this package. The remaining modules will be published in 1994.

▶ Module 1	Assessment, Placement and Referral	6 hours
▶ Module 2	Developing ALBE Learning Programs	6 hours
▶ Module 3	Managing an ALBE Learning Environment	6 hours
▶ Module 4	Linking Theory and Practice	6 hours
▶ Module 5	Language in the ALBE Classroom	6 hours
▶ Module 6	ALBE and Technology	6 hours

Total nominal hours: 36 hours

3 Entry Requirements

The program is open to all personnel working in an ALBE context.

4 Recognition of Prior Learning

Recognition of Prior Learning may be requested by ALBE personnel who have completed some of the modules and who believe that they meet the requirements of the remaining modules through equivalent training and experience.

Program coordinators will assess claims for Recognition of Prior Learning from applicants and will issue the Statement of Attainment for *Inservice Program for ALBE Personnel*, as appropriate.

5 Delivery

Face-to-face in a workshop situation with assessment tasks related to the content of the modules and to on-the-job application.

Number of Participants

6 to 20 participants, for effective small group interaction. Fewer than 6 where necessary.

Minimum Competency Statements of Presenters

Presenters:

- are well-informed about policies and theoretical debates in the field of ALBE and are abreast of current issues
- are knowledgeable and fully up-to-date about broader issues, policies and current events in political, social, industrial and educational fields as they impinge on the field of ALBE
- are actively involved in continuing professional education and in making a contribution to the field
- have a proven ability in delivering professional development programs, workshops or seminars.

6 Requirements for Statement of Attainment

Participants must complete all six modules including the assessment tasks in order to receive the award, or be granted Recognition of Prior Learning. (See Item 4 above.)

7 Recognition of Award

Participants may choose to present the Statement of Attainment to support a request for Advanced Standing towards courses offered by tertiary and post-secondary institutions. There have been no formal arrangements yet for recognition of the award.

Competency Standards

Competency standards for ALBE personnel have not yet been developed by a national body fully representative of the profession. However, significant seminal work has commenced and has been used by the project teams to guide them in describing the learning outcomes for each module of *Inservice Program for ALBE Personnel*.

In particular the University of Technology, Sydney (UTS) has undertaken research into teacher competencies for adult basic education as part of a Department of Employment, Education and Training national project. They have recently published an interim report (Scheeres H et al 1993 *What is A Competent ABE Teacher? Interim Report UTS*). Their findings have provided benchmarks of good practice and have informed this curriculum.

The competency statements in *What is a Competent ABE Teacher?* were formulated through a process of wide consultation within the ALBE field. The researchers used a structured process which employed a combination of techniques including:

- workshops with subject experts
- critical incident interviews
- observations of practising teachers
- widespread consultation with members of the profession
- consultation with other projects
- examination of duty statements.

The resulting competencies are not "competency standards" in the usual meaning of the term where it refers to standards which have been endorsed by the National Training Board. They have not yet been generally agreed to by ALBE personnel. Much work remains to be done nationally before competency standards are determined and endorsed.

The UTS competency statements are not intended to describe a teacher who has just commenced practice, but rather the good practitioner with a number of years of experience. We can therefore expect that the identified competencies will be acquired not only through off-the-job training programs, but also through accumulated on-the-job experience, with knowledge and skills being integrated in a holistic way. The purpose of the six one-day programs comprising *Inservice Program for ALBE Personnel* is to provide a series of training events through which ALBE personnel can make progress towards meeting these competencies and becoming successful practitioners.

The relationship of the modules to the UTS competency statements is set out in the following table.

TABLE OF COMPETENCIES	
Unit of Competency	Learned in module...
1 ADULT TEACHING AND LEARNING APPROACHES AND PRACTICES 1.1 Applies knowledge of theories of language and language learning to develop adult literacy and numeracy skills. 1.2 Applies knowledge of theories of mathematics and mathematics learning and teaching to develop adult numeracy skills. 1.3 Applies knowledge of theories of learning relevant to adults in any ABE learning situation. 1.4 Uses a variety of teaching strategies to pursue literacy and numeracy goals for social, educational and vocational purposes.	2, 3, 4 2, 3 2, 3, 4 2, 3, 4
2 SELECTION AND PLACEMENT OF STUDENTS 2.1 Interviews, assesses, places or refers students. 2.2 In selecting students, requirements of government and organisational policies are balanced with the learning needs of individuals. 2.3 Establishes a documentation system which records interviews and placement or referral outcomes to meet the organisation/ government/student requirements.	1 1 1
3 MANAGING LEARNING SITUATIONS 3.1 Uses knowledge of curriculum theories and curriculum documents to develop and implement a course compatible with individual, group and program needs. 3.2 Manages time, space and resources to maximise educational outcomes. 3.3 Modifies the curriculum in the light of changing circumstances and changing student needs.	2, 3, 4 3 2, 3, 4
4 MONITORING LEARNING 4.1 Uses knowledge of current theories of language and learning to select and evaluate appropriate assessment methods. 4.2 Modifies a student program as a result of student monitoring. 4.3 Documents student's program in ways meaningful to student's supervisors and to those for whom there is a reporting requirement.	1, 2, 4 2, 4 1, 2

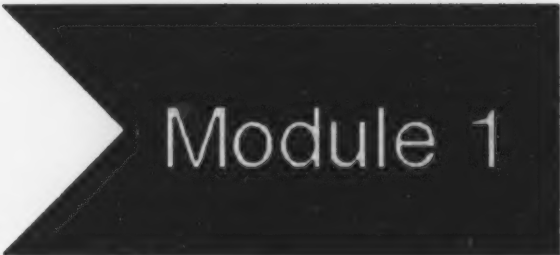
Unit of Competency	Learned in module...
5 EVALUATION OF PROGRAMS 5.1 Examines existing models of evaluation to adopt and incorporate appropriate evaluation strategies, and uses the evaluation of courses for revision, planning and development. 5.2 Reports to relevant authorities on program effectiveness.	
6 COMMUNITY COMMUNICATION AND CONSULTATION 6.1 Raises awareness, consults and negotiates with a range of government/industrial/community organisations on issues relevant to ABE provision. 6.2 Represents ABE both within the teacher's workplace and in the wider community. 6.3 Plans and implements ABE programs.	
7 PROFESSIONAL DEVELOPMENT AND TRAINING 7.1 Is informed about current issues, policies and theoretical debates in the field of ABE. 7.2 Is actively involved in continuing professional development in the field of ABE. 7.3 Makes a contribution to the field of ABE. * 7.4 Maximises the contribution of volunteers to the field of ABE. *Optional Competency	1, 2, 3, 4

► **Modules 5 and 6**, when produced, will relate to the following Units of Competency:

Module 5 Units 1 and 3

Module 6 Units 1,3 and 4.

Assessment, Placement and Referral



Module 1

Project Manager: Angela Connell
Project Writers: Susan Garside & Ann Kelly

Assessment, Placement and Referral
is Module 1 of the professional development course,
Inservice Program
for Adult Literacy and Basic Education Personnel,
a project commissioned by the
TAFE National Staff Development Committee.

Module 1 was developed in the Access, Equity and Foundation
Studies Branch, TAFE•TEQ, Queensland.

Project Manager: Angela Connell
Project Writers: Susan Garside & Ann Kelly

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Module 1

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Module 1 Overview

► Assessment, Placement and Referral

► Duration

6 hours

► Purpose

To develop the participants' competence to conduct initial assessment, placement and referral of Adult Literacy and Basic Education (ALBE) students.

► Relationship to Competency Standards

Competency standards for ALBE teachers have not been established by a national body fully representing the profession. However the national project, "What is a Competent ABE Teacher?", undertaken by the University of Technology, Sydney has developed standards for the field. Module 1 relates to the UTS Units of Competency 2, 3 and 7. (See pages 8 – 9.)

► Prerequisites and/or Corequisites

Not applicable

► Summary of Content

Aims of assessment, placement and referral process

Historical context: influences on current practice

The principles of good practice in ALBE assessment

Characteristics of ALBE students

The interview process

Selection and use of reading, writing and numeracy texts and tasks

Student profiles

Placement and referral

Reports

► **Delivery**

Interactive workshop with some plenary, small group and individual activities, as set out in the Presenter's Guidelines.

As the workshop is designed using a Competency Based system of Training, there are several assessment tasks to be completed during the workshop and over the next three months.

The coordinator will be responsible for sending a Statement of Achievement to each participant who completes all the assessment tasks to the standard required for this module.

► **Learning Outcomes**

On completion of this module the participants will be able to:

- 1 apply the principles of good practice in assessment when assessing clients
- 2 use effective oral techniques to obtain information and to create a positive learning experience for the clients during the assessment
- 3 select appropriate assessment texts and tasks based on the clients' literacy/numeracy behaviours and their self-identified needs and goals
- 4 prepare assessment profiles which summarise all the information obtained from the interview and the assessment process
- 5 recommend appropriate learning environments in an individual, community or institutional setting to meet clients' short and long term needs
- 6 send adequate reports on the assessment, placement and referral process to the relevant managers or authorities.

► Assessment Criteria

Assessment of the learning outcomes will be supervised by the presenter and/or coordinator of each workshop.

In addition to the tasks listed, the Participant's Profile enables self-assessment of the learning outcomes.

The participants will complete the following assessment tasks. Those marked with an asterisk are to be submitted within 3 months of the workshop.

- *1 Write a one page description of the good practice principles that underlie the processes adopted in assessing an ALBE client.
- 2 On the day, self-assess competence to conduct an interview with an ALBE client using a simulated situation.
- *3 Provide a student profile developed in an authentic interview with an ALBE client, identifying the client's background, current literacy/numeracy behaviours, needs and goals.
- *4 Submit a copy of one text or task chosen, write a short explanation of why it was chosen and describe how it was used.
- *5 Prepare a student profile. Include recommendations for client referral and placement and provide a chart or diagram to show possible learner pathways for the client.

► Minimum Essential Resources

Prior to the workshop, participants should have received and read these articles:

- Lytle S & Schultz K (1990) "Assessing literacy learning with adults: an ideological approach" in R Beach & S Hynds *Developing Discourse Practices in Adolescence and Adulthood* Ablex Publishing Company, pp 359–385 (Available in most libraries.)
- McRae A (1989) "Assessing maths workshop students" *Good Practice in Australian Adult Literacy and Basic Education* Number 5 September pp 6–7

The resources required for the presentation of the workshop are numbered and contained in the final section, Workshop Resources.

- Resource 13 contains case studies. Make copies as needed for the small groups. They will use three case studies per group.
- Resources 20, 22 and 23 have to be prepared specifically for each workshop from local sources. For Resource 20 obtain a completed student assessment record from a local ALBE or workplace program.

Note: Ensure that the privacy of the client is safeguarded. If this is difficult, a "client" may have to be fabricated.

- Resources 1 to 12 and 14 to 24 can be photocopied back-to-back and put into a folder for each participant.
- Resource 25, "Evaluation of the Workshop", is handed back to the presenter after it has been filled in, before the workshop ends. Photocopy it on a separate sheet.
- A whiteboard or overhead projector and pens should be available.

► Suggested References

Franklin V (1993) *Assessment: the Initial Interview* [video] Available June 1993 from Bayside Community College PO Box 452 Capalaba Qld 4157

Employment Skills Formation Council (1992) *The Australian Vocational Certificate Training System* National Board of Employment Education and Training Canberra

Kindler J (1992) *Managing Progress: a Staff Development Package on Evaluation in Adult Literacy and Basic Education* Adult Community and Further Education Board Victoria

Mayer E & Australian Education Council (1992) *Employment Related Key Competencies: a Proposal for Consultation* Australian Education Council

Murphy K (1990) "Initial assessment at Sydney Tech" *Good Practice in Australian Adult Literacy and Basic Education* Number 7 March

Office of the Adult Community and Further Education Board (1992) "Towards a framework for adult English language literacy and numeracy" *Information Sheet* 1

Purdey M (1992) *Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria* Adult Community and Further Education Board Victoria

Venezky RI, Wagner DA & Ciliberti BS (1990) *Towards Defining Literacy* International Reading Association Newark DE

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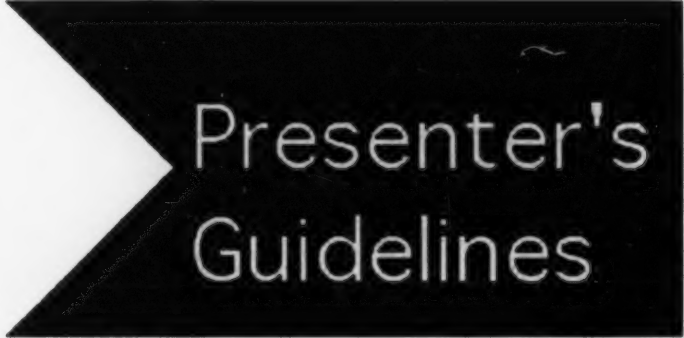
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Assessment, Placement and Referral



Presenter's
Guidelines

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Presenter's Guidelines

Contents

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CONTENT	PRESENTER'S GUIDELINES	RESOURCES
SESSION 1 (1 hour 30 minutes)	Times given are suggestions only.	
1.1 Introduction of participants and presenter (10 minutes) 1.2 Overview of workshop (10 minutes) 1.3 Aims of assessment, placement and referral process (20 minutes)	Ask participants to outline briefly their expectations for the day and their ALBE assessment experience. Present OHT of Resource 1. Explain Assessment Task procedure. Give name and address and due date for tasks which are to be submitted in the next 3 months. (Resource 2) Participants complete first column of Participant's Profile. Discuss the differences between the terms assessment and evaluation. Brainstorm in the whole group the aims of literacy/numeracy assessment, placement and referral processes. List these. Use OHT of Resource 4 as a guide to creating the list or adding to it.	Resource 1 – "Workshop Overview" Resource 2 – "Assessment Tasks" Resource 3 – "Participant's Profile" Resource 4 – "Aims of Initial Assessment, Placement and Referral Process"

1.4 Historical context: past and present influences on current practice (20 minutes)	Brainstorm elements that might comprise a definition of literacy. Present the WELL Program definition using OHT of Resource 5. Identify these aspects: • social context • inclusion of numeracy • inclusion of critical component Brainstorm to produce a list of influences on policy and practice. Compare with the lists in Resources 6 and 7.	Resource 5 – "WELL Program Definition of Literacy" Resource 6 – "Influences on Assessment Policy" Resource 7– "Influences on Practice"
1.5 The principles of good practice in ALBE assessment (30 minutes)	Discuss the concept of a principle and provide examples. Divide into small groups to develop a list of good practice assessment principles. As a whole group, combine the lists and compare with the ACAL list in Resource 8.	Resource 8 – "ACAL Assessment Principles"
 ASSESSMENT TASK	Participants write a one page description of the good practice principles that underlie the process they have adopted in assessing an ALBE client. (To be submitted within 3 months of the workshop.)	

SESSION 2 (1 hour 30 minutes)

2.1 Characteristics of ALBE students (15 minutes) 2.2 The interview process (75 minutes) - information to be elicited - good practice in interviewing - role plays of interviews	In the whole group brainstorm to compile a list of ALBE student characteristics. Compare with OHT of Resource 9. Show the OHT of Resource 4 again. Focus on the first point—to gain information. Discuss how to find out what information the client needs. Ask the participants to provide a list of headings representing information to be gained from the client. Compare with Resource 10. Develop a list of good practice principles in interviewing ALBE clients. Compare with Resource 11. Tell participants they will be self-assessing their skills using a checklist (Resource 12). Simulated interviews: - Divide participants into groups of 3 (or 4, if necessary) and assign roles of client, interviewer and observer(s). - Distribute one of the case studies to each member. - A simulated interview follows for about 5 minutes.	Resource 9 – "Some Characteristics of ALBE Students" Resource 4 Resource 10 – "Interview Proforma" Resource 11 – "Good Practice in Interviewing" Resource 12 – "Self-Assessment Checklist for Interviewer" Resource 13 – "Case Studies 1 to 8"
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self-assessment by 'interviewers'	- When finished, the interviewer reports on the process; the client gives feedback; and the observer comments. - Roles are interchanged and the process is repeated using a different case study. - This is repeated with a third case study. - Participants then self-assess their competence. - In the whole group discuss the interview process. Point out any changes that may be needed if the assessment process is being used for a workplace program.	Resource 12
SESSION 3 (1 hour)		
3 Selection and use of reading, writing and numeracy texts and tasks (60 minutes)	Using Resource 14 as a handout, ask participants to cluster texts and tasks into levels of difficulty. Discuss the difficulties this presents. Using the clusters, ask them to select several items from Resources 14 and 15 and discuss how these might be used. Deal with the development of 'moderation' and the ways in which it may affect assessment of progress in ALBE. Remind the participants that workplace texts and tasks must relate to those that workers genuinely need and use.	Resource 14 – "Suggested Materials for Use in Reading and Writing Assessment" Resource 15 – "Suggested Materials for Use in Numeracy Assessment"

	Keeping the same small groups using the same case studies, ask them to select assessment texts and tasks for their learners and discuss ways to use them. In a whole group, discuss one case study per small group and the selected assessment texts and tasks. Ask the group members to justify their choices. Using Resources 16, 17, 18 and 19 as guides, identify the literacy/numeracy behaviours to be noted when clients engage in the reading, writing and numeracy tasks.	Resource 13 Resource 16 – "Oral Language Behaviour Profile" Resource 17 – "Reading Behaviour Profile" Resource 18 – "Writing Behaviour Profile" Resource 19 – "Numeracy Behaviour Profile"
► ASSESSMENT TASKS	On the day, participants self-assess their competence to conduct an interview with an ALBE client . Within 3 months of the workshop they will • provide a student profile developed in an authentic interview with an ALBE client, identifying the background, current literacy/numeracy behaviours, needs and goals. • choose one task or text and write a short explanation of why it was chosen and how it was used.	

SESSION 4 (1 hour 30 minutes)

4.1 Student Profiles (20 minutes)

- Format and language register
- Information to be recorded about client
Information to be given to the client
- Management of documents

Using Resource 20, discuss:

- format adopted and language register used
- choice of headings and details recorded
- information to be taken away by the client
- how will they be filed, can they be up-dated, how are they to be reviewed against progress?

Resource 20 –

A student profile form to be obtained from a local program (See Note on page 15.)

4.2 Placement and Referral (40 minutes)

- Interim Literacy Course Matrix
- General learner pathway options

Using Resource 21 on the OPH or as a handout, discuss the elements on both the horizontal and vertical axes and the implications for the placement and referral of students.

Resource 21 – "Interim Literacy Course Matrix"

Using Resource 22, discuss a range of learner pathways. What information/support do clients receive on choosing local pathways? Are there any resources for this support?

Resource 22 –
Placement pathways that are available in the local area in the community or in workplaces

Include additional placements options which participants know, and networking links between local agencies.

Draw up a number of possible pathways for students in the case studies which each group considered earlier.

4.3 Reports (15 minutes) • Format • Context • Register	Present a range of reports that are used by adult literacy personnel in your area. Discuss their features: • format • content • language register.	Resource 23 – Samples of reports used in a local program for community or workplace purposes
 ASSESSMENT TASK	In the student profile to be completed within 3 months, the participants are to: • include recommendations for client referral and placement and • provide a chart or diagram to show possible learner pathways for the client.	
4.4 Evaluation of workshop (15 minutes)	Refer participants to Resources 24 which they will find useful after the workshop. Remind them to fill in the second column of Participant's Profile soon after the workshop. Ask each participant to complete the evaluation. Collect the responses.	Resource 24 – "Suggested References" Resource 3 Resource 25 – "Evaluation of the Workshop: Assessment, Placement and Referral"

Assessment, Placement and Referral



Workshop
Resources

Assessment, Placement and Referral Workshop Overview

Historical context

Principles of good assessment practice

Characteristics of ALBE students

The interviewing process

Selection of texts and tasks

Student profiles and reports

Placement and referral

Reports

Resource 2

Assessment Tasks listed as they will occur on the day

To be submitted within 3 months of the workshop:

- Write a one page description of the good practice principles that underlie the process you have adopted in assessing an ALBE client.

To be done during the workshop:

- Self-assess your competence to conduct an interview with an ALBE client (using a simulated situation).

When self-assessing your competence in interviewing, check that you meet at least 4 of the 6 criteria for conducting an initial assessment interview.

To be submitted within 3 months of the workshop:

- Provide a student profile developed in an authentic interview with an ALBE client, identifying the client's background, current literacy/numeracy behaviours, needs and goals.
- Choose one task or test and write a short explanation of why it was chosen and describe how it was used.
- Add to the profile recommendations for referring and placing the client.
- Show possible learner pathways for the client on a chart or diagram.

Participants who complete all the assessment tasks will receive a Statement of Achievement for this module.

Send completed Assessment Tasks to Workshop Coordinator:

Name

Address

.....

.....

Date Due

Participant's Profile

► Module 1: Assessment, Placement and Referral

Please rate yourself against the learning outcomes on a scale of 0 – 6.

A rating of 0 signifies no experience or ability in the area.

A rating of 6 implies that you have a high level of skill.

LEARNING OUTCOMES	BEFORE WORKSHOP	AFTER WORKSHOP	3-6 MONTHS LATER
I apply the principles of good practice in assessment when assessing clients.			
I use effective oral techniques to obtain information and to create a positive learning experience for the clients during the assessment.			
I select appropriate assessment texts and tasks based on the clients' literacy/numeracy behaviours and their self-identified needs and goals.			
I prepare assessment profiles which summarise all the information obtained from the interview and the assessment process.			
I recommend appropriate learning environments in an individual, community or institutional setting to meet clients' short and long term needs.			
I send adequate reports on the assessment, placement and referral process to the relevant managers or authorities.			

Aims of Initial Assessment, Placement and Referral Process

To gain information about the student's:

- skills
- confidence and competence to use these skills
- needs and goals
- prior learning and experience
- attitudes
- economic situation

To interpret and feed back this information to the student

To discuss learning options with the student and negotiate a placement decision

To act on the placement decision

To produce appropriate records and reports of the assessment process.

Adapted from Purdey (1992)

The WELL Program Definition of Literacy

Literacy, which includes numeracy, is defined as the ability to read and use written information and write appropriately, in a range of contexts. Literacy also includes the recognition of numbers and basic mathematical signs and symbols within text.

Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual's lifetime.

Employment Skills Formation Council (1992) page 6

**WELL stands for
Workplace English Language and Literacy**

Influences on Assessment Policy

Adult education origin of ALBE programs

Commonwealth Government initiatives:

- International Literacy Year (ILY)
- Australian Language and Literacy Policy (ALLP)
- Adult Literacy and Numeracy Scales (ALAN Scales)
- Interim Literacy Course Matrix (ILCM)
- Workplace English Language and Literacy (WELL) Program
- DILGEA guidelines
- Special Intervention Programs
- National Framework of Adult English Language, Literacy and Numeracy Competence

Australian Council for Adult Literacy (ACAL) actions:

- advocacy
- documentation
- projects

Australian Literacy Federation (ALF)

Broad social, economic and educational developments

Influences on Practice

- Freirean principles
- Adult education principles
- Whole language focus
- Mathematics/language interface
- Teacher's role as expert
- Technology
- Systemic functional linguistics
- Process writing
- Text structure
- Decoding
- Metacognition
- Competency Based Training

ACAL Assessment Principles

- 1 Assessment should be multi-dimensional, that is, tap attitudes, knowledge, processes and skills with multiple measures acknowledging the complex nature of literacy.
- 2 Assessment tools and reporting mechanisms should be developed in conjunction with and be informed by curriculum frameworks, specific contexts and articulation processes.
- 3 Assessment should be continuous and integral to the teaching/learning process (and the curriculum). The process should be costed separately, ie identified in funding submissions.
- 4 Assessment tools need to be based on consistent and appropriate theories which make explicit relationships between language and the socio-cultural context and use authentic and relevant text and tasks.
- 5 Assessment procedures (tools, etc) should be regularly reviewed for their validity, reliability and appropriate use.
- 6 Assessment should be a collaborative process carried out in an environment conducive to allowing students maximum opportunity to demonstrate ability. The rights, needs, sensibilities and integrity of the individual are the prime consideration.
- 7 The purpose of the assessment must be explicit and clear to all stakeholders: the student, the assessor and whoever commissions the assessment.
- 8 Reporting systems must be understandable and accessible, and to some extent standardised.
- 9 There should be different kinds of reporting mechanisms for different stakeholders.
- 10 The duration of the assessment report should be specified.
- 11 Assessors should have appropriate training.
- 12 The "accreditation" or "registration" of assessors should be supported.

Australian Council for Adult Literacy (1992) *The Adult Literacy and Numeracy Scales: The ACAL View* ACAL

Some Characteristics of ALBE Students

"Often the clients do not have low self esteem or lack confidence. They just know they cannot read or write."

Positive characteristics

- recognition of need to increase skills
—maybe in a particular context
- competence in a range of areas other than literacy
- prior knowledge and experience
- determination
- learned ways of hiding from, avoiding and diverting literacy experiences

Negative characteristics

- lack of self confidence
- low self esteem
- reluctance
- nervousness or shyness
- low literacy skills (self-perceived)
- lack of knowledge of learning systems
- antipathy to school systems
- inability to express feelings and point of view

Interview Proforma

Personal Details:

Name:

Age:

Referring Agent:

Background:

Childhood:

Work:

Literacy/Numeracy Behaviours:

Immediate Needs/Goals:

Family Situation:

Good Practice in Interviewing

- Provide an interview area that is private and comfortable.
A phone is needed for possible contact with the referring agent.
- Welcome the client and introduce yourself.
Engage in small talk, offer drinks etc.
- Outline the process to be adopted and confirm that the client feels comfortable with the process.
- Review the information regarding needs and goals provided by the client or the contact before the interview. If none, ask for the client's immediate goals.
- Elicit the information required in a professional manner.
- Ask questions carefully. Order them sensibly. Avoid leading questions. Avoid personal bias in the words you use.
- Probe sensitively. Keep probes to a minimum.
- Ask for clarification when necessary.
- Summarise the information provided and then choose the assessment texts and tasks to be used.
- Explain the purpose of the texts and tasks selected to the client.
- Use negotiation wherever appropriate, particularly when setting realistic long and short term goals.
- Make recommendations to the client for placement and/or referral and choose the best option together.
- Inform the client of the practical steps that will follow to ensure that he/she can take up the preferred option.

Self-Assessment Checklist for Interviewer

BEHAVIOURS	COMMENT
I welcomed the client.	
I used a supportive approach .	
• tone of voice • body language • language register.	
I explained the purpose and process of the interview.	
I elicited the required information.	
I led the questioning.	
I provided any interpretation asked for.	
I confirmed the goals.	
I summarised the interview, integrating into the record the information given by the client.	

Case Study 1

Personal Details: Name: Philip

Age: 42 (date of birth: 14.2.50)

Referring Agent: CES



Physical Appearance (for the purpose of the role play):

Tall and well built. Stooped stance gives impression of someone who lacks confidence. Hair is dark, flecked strongly with grey. Is wearing jeans and neat casual shirt. Softly spoken, very quiet, shy in manner.

Background:

- Childhood:**
- Born in Australia to Greek parents. Three older sisters.
 - Family moved interstate when he was 7.
 - Repeated a year straight after move. Felt didn't catch up.
 - Problems with reading and writing.
 - Shy, so left alone at school.
- Work:**
- Left school at 14 to work with uncle in furniture removal.
 - One year later got job as storeman and packer.
 - Gained fork lift licence. Worked in this ever since, and before he got sack began to use computer.
 - Thinks he lost job because not good at reading and writing—with retraining and multiskilling in workplace.

Literacy/Numeracy Behaviours:

- At work, remembered contents of boxes by positions and markings. Most of time could guess stock, orders, etc. Mates also helped.
- Wife does everything at home. Fills in forms, banking, makes phone calls.
- Reluctant to read and write. Says he "can't".
- Can read Trading Post and Street Directory.

Immediate Needs/Goals:

- Increased self-confidence and independence.
- Literacy skills—form filling, reading CES job cards and advertisements (abbreviations and job-seeker vocabulary) using phone book, making calls, taking messages, use of a computer.
- Basic maths computations, pen and paper, calculator.

Family Situation:

- Has no children. Wife works at night and takes the car.

Case Study 2

Personal Details: Name: Frank
Age: 29 (date of birth: 5.11.63)

Referring Agent: Self

► **Physical Appearance (for the purpose of the role play):**

Very tall, well built. Soft blond curly hair. Big smile. Laughs easily. Good talker.

Background:

- Childhood:**
- Parents moved around a bit when he was young.
 - Has brother and a sister. Is middle child.
 - Had asthma (not severe) as a child, kept him away from school.
 - Problems with reading and writing at school. Hated reading at Primary School.
 - When 12, parents moved to England. Received help and consequently enjoyed reading.
 - Returned to Australia and schooling went downhill but did pass Junior Certificate.
 - Went to TAFE to do Electronics course. Loved practical but couldn't handle "textbook" work. Left TAFE in 2nd year.
 - Has completed Skillshare Welding Course and TAFE Panel Beating/Spray Painting course.
- Work:**
- Works at local factory which expects workers to be multiskilled and operate in teams. In this job three months and has trouble writing reports.
 - Previous jobs: spray painting and installing auto-communication equipment.

Literacy/Numeracy Behaviours:

- Enjoys reading newspaper and car magazines.
- Tries to read novels but gets frustrated slowing down and going over long words.
- No problem filling in forms. Can write a business letter using a dictionary if someone checks it. Writes fairly fluently, sentences well constructed and vocabulary quite extensive.
- Spelling is erratic and very phonetic.

Immediate Needs/Goals:

- His main needs are for strategies for report writing and spelling.

Family Situation:

- Very supportive wife. Two daughters, both at primary school.

Case Study 3

Personal Details: Name: Tony

Age: 30 (date of birth: 28.9.62)

Referring Agent: friend



Physical Appearance (for the purpose of the role play):

Short, stocky Aboriginal. Hair hangs to shoulders, receding at front.
Maintains eye contact and appears friendly.

Background:

- Childhood:
- Aboriginal background, born in Sydney.
 - Youngest of four children.
 - Father often out of work.
 - Always had problems at school in reading and writing.
 - Loved Maths and Science.

- Work:
- Has had many labouring jobs. Last one in a recycling plant.
 - Has been unemployed more than 12 months.
 - Would like to be a courier driver.

Literacy/Numeracy Behaviours:

- Reads the paper and looks for jobs. Doesn't read for pleasure.
- Little time with the children around.
- Doesn't use a dictionary.
- Is able to write simple sentences, short letters.

Immediate Needs/Goals:

- Needs to feel more confident when filling in forms.
- Would have problems with the notes—instructions, itinerary, directions— and writing tasks if a courier.

Family Situation:

- Moved interstate a year ago following a marriage break-up.
- Two of his three children are with him.
- Has an old car that keeps breaking down.

Case Study 4

Personal Details: Name: Troy

Age: 18 (date of birth: 4.11.73)

Referring Agent: CES

► **Physical Appearance (for the purpose of the role play):**

Slightly built. Cerebral palsy has affected the right side of his body and his right eye does not always look at you. Appears on edge and nervous and reluctant to share personal details.

Background:

- Childhood:
- Is the only child of older parents.
 - Often teased at school.
 - Hated speaking in front of class.
 - Always had trouble reading, particularly comprehension.
 - Enjoyed Maths at High School. Left after Year 10.
- Work:
- First and only job in factory. Packed cans in boxes.
 - Put off after nine months. Unemployed for over a year.
 - No literacy problems at work.

Literacy/Numeracy Behaviours:

- Enjoys reading comics, magazines and local paper occasionally.
- Does not comprehend all the words and phrases though technically, he "reads" them.
- Reads fluently and has good word attack skills.
- Writing also fluent, some gaps in use of punctuation.
- Is confident and capable with the four basic maths operations. Trouble with mathematical problems.
- Spoke confidently and assertively but did not always pick up interviewer's meaning.

Immediate Needs:

- Better understanding in reading and maths.
- Increased self confidence and social skills.
- Interaction with group would be preferred.

Family Situation:

- Lives with parents. Has no car. Cannot drive.

Case Study 5

Personal Details: Name: Maria

Age: 57 (date of birth: 15.2.35)

Referring Agent: daughter



Physical Appearance (for the purpose of the role play):

Small, solid build, dark curly hair. She is dressed in an expensive knitted suit. Appeared to be very nervous.

Background:

- Childhood:
- Born in Malta. Only girl in a family of six.
 - Schooling at 7 interrupted by WWII.
 - Mother died when she was 10.
- Work:
- Left school at 14 to become the family housekeeper as well as to work hard on the farm.

Literacy/Numeracy Behaviours:

- Limited reading and writing skills in first language.
- Family virtually does most literacy tasks for Maria. She goes shopping, can read labels but not the detailed information.
- Handles payments and checks change.
- Watches "Country Practice".
- Doesn't use recipes.

Immediate Needs/Goals:

- Wants to become more independent.
- Wants to improve her reading.
- Wants to do something with her life although she recognises she probably won't be able to be in paid employment.

Family Situation:

- At 18 married and they came to Australia two years later.
- Has been at home ever since.
- 3 children have grown up. Girl goes to university; two boys work—one in a bank, the other a teacher.
- Has friends from Malta and is close to other members of her family. Some live nearby.
- Husband has good job and doesn't want Maria to work.

Case Study 6

Personal Details: Name: James

Age: 46 (date of birth: 18.11.46)

Referring Agent: Self



Physical Appearance (for the purpose of the role play):

Very tall and straight. Is quite bald, dressed in a smart casual way. Very serious.

Background:

- Childhood:**
- Eldest child of five.
 - Family moved around a lot because parents were fruit pickers.
 - Schooling was always very difficult.
 - Found it very hard to make friends.
 - A mild learning disability diagnosed at 6 years.
- Work:**
- Left school at 15 and went to Sydney.
 - First worked as a labourer on a building site.
 - Has had many unskilled jobs.
 - Now works as a gatekeeper for a large company.

Literacy/Numeracy Behaviours:

- Reads the sports sections of the Telegraph.
- Reads the racing form guide and puts money on the TAB each week.
- At work checks papers in a cursory way as people enter gate.
- Plays cards at work in the lunch period and sometimes keeps score.

Immediate Needs/Goals:

- Wants to try for a different job at work but knows his literacy skills are not good enough.
- Needs to understand how to manage family bills better.
- Wants to learn about percentages for tax/loans.

Family Situation:

- Widower. Has three children. The two boys have trades, live at home. The girl is married.
- Can come to part-time evening class.

Case Study 7

Personal Details: Name: Anne-Marie

Age: 27 (date of birth: 27.3.65)

Referring Agent: Self



Physical Appearance (for the purpose of the role play):

Short, slim, permed brown hair. Dressed in a formal way.

Background:

- Childhood:**
- Was a twin. Her twin sister more favoured at home and at school.
 - Both expected to do a lot of domestic chores.
 - Poor results at school.
 - Two younger children.
 - Both parents worked in unskilled jobs.
- Work:**
- Left school at 15 and worked in a clothing factory as a machinist.
 - Now works in a nursing home as a domestic and does some dressmaking at home.

Literacy/Numeracy Behaviours:

- Tries to read the children stories from their school books but finds it difficult.
- Helps with the children's homework. Sees this as a way to improve herself.
- Manages most demands by asking for help from counter staff.
- Buys a Sunday paper to get the TV guide for movies.
- Always watches the same programs on same channel.
- Fills in forms, pays bills, unconfidently.

Immediate Needs/Goals:

- Wants to be able to help children more as they grow up.
- Wants to cope better with reading, writing, daily maths.
- Wants to attend a part-time class during the day.

Family Situation:

- Married at 19, ended 6 years later.
- Has two girls, one seven and the other six.
- Few friends outside of work.
- Mother is supportive. Sees her regularly.
- Has told no-one of her literacy difficulties.

Case Study 8

Personal Details: Name: Emel

Age: 30 (date of birth: 10.11.62)

Referring Agent: Sister-in-law

► **Physical Appearance (for the purpose of the role play):**

Attractive, neatly dressed. Smiles a lot but is very nervous.

Background:

- Childhood:**
- Born in Cyprus. Spoke Turkish as her first language.
 - Had no problems at Turkish school.
 - Loved Science, Maths and History.
 - Left school at 16, spent one year completing a secretarial/office course in Cyprus.
 - Came to Australia, aged 19, with her parents.
- Work:**
- Worked as sales assistant in a souvenir shop back home. Has not worked in Australia.

Literacy/Numeracy Behaviours:

- Speaks fluently and can converse easily.
- Reads magazines, newspapers.
- Uses a dictionary.
- Can fill in forms and pay bills.
- Writes letters to friends in Cyprus in Turkish.

Immediate Needs/Goals:

- Would like to be more confident with writing English so she can do an office skills course here.
- Wants to use a calculator efficiently.

Family Situation:

- Has a much older husband.
- Family mostly speaks English at home.
- She has two young children at home aged 3 and 6 years.

Suggested Materials for Use in Reading and Writing Assessment

Catalogues	Business Letters
Pay Slips	Personal Letters
Shopping List	Tourist Information
Large Scale Map	Holiday Brochures
Street Directory	Mail Order Catalogues
Comic Strips	Dictionary
Cartoons	Reference Books
Local Newspaper	Other Reference Materials
Daily Paper	Pamphlets from Political Parties, Lobby Groups etc
TV Program Guide	Government Leaflets
Cartons and Packets, eg Panadol	School Letters and Bulletins
Information on Prescriptions	Advertisements for Sales
Greeting Cards	Junk Mail
Postcards	Editorials
Simple Forms	Specialist Magazines, eg automobile, hobbies, garden
Complex Forms	Women's Magazines
Memos	Stories
Telephone Book	Insurance Documents
Yellow Pages	Domestic Appliance Instructions
Work Notices	Safety Procedure Sheets
Bills, Receipts	
Bankcard statements	

Adapted from Purdey (1992) p 38

Suggested Materials for Use in Numeracy Assessment

Calendar Clock Scales Thermometer Measuring Jug Rulers and Tapes Different Shaped Objects, eg square, spherical Money Bills Receipts Bank Statements Catalogues Score Cards Betting Slips Tables, eg Temperature, Timetables, Insurance Rate Tables, eg holiday, medical, hospital	Weather Charts Tide Tables Maps – Small and Large Scale Street Directory Order Forms Graphs Charts Pie Diagrams, eg from newspapers Price Lists Holiday Brochures Compass Work Related Literature, eg Instructions, Texts Work Timesheets Paint Tin Labels Forms Calculator (simple functions)
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Adapted from Purdey (1992) p 39

Oral Language Behaviour Profile

Speaking and listening behaviours you could consider:

- 1 Can take turns in conversation.
- 2 Is fluent enough to be understood.
- 3 Can respond with answers that relate to the questions.
- 4 Can use language to express competencies, needs and goals.
- 5 Can ask for clarification.
- 6 Can contribute to decision making about placement.

Reading Behaviour Profile

Reading behaviours you could consider:

- 1 Shows a positive attitude towards reading.
- 2 Recognises text structures and uses them to anticipate text types.
- 3 Comprehends a range of texts and chooses appropriate texts to suit his/her purposes.
- 4 Predicts using context, pictures and diagrams; and uses reading-on, guessing, re-reading.
- 5 Identifies and recalls details.
- 6 Uses scanning techniques.
- 7 Uses skipping techniques.
- 8 Works out the meaning of unfamiliar words.
- 9 Critically evaluates writing:
 - can understand information not explicitly stated
 - able to detect writer's perspective.

Writing Behaviour Profile

Suggestions of behaviours you could consider:

- 1 Shows a positive attitude towards writing.
- 2 Can communicate intended meaning.
- 3 Uses relevant content.
- 4 Uses appropriate structure.
- 5 Uses appropriate vocabulary.
- 6 Uses acceptable grammatical forms, common usage.
- 7 Uses appropriate, meaningful cohesive ties.
- 8 Uses acceptable punctuation.
- 9 Chooses usual formats for written communication and understands the conventions.

Numeracy Behaviour Profile

Suggestions of behaviours you could consider:

- 1 Shows a positive attitude towards using mathematics.
- 2 Realises that **numeracy** includes other aspects of mathematics than just numbers.
- 3 Has a basic understanding of the usefulness of numeracy.
- 4 Performs measurements needed in own life.
- 5 Performs algorithms, mentally, with pen and paper, or on a calculator, as appropriate.
- 6 Can use numerical information in tables.
- 7 Uses algorithms in social contexts.
- 8 Can interpret graphs and diagrams.
- 9 Applies space and shape concepts in practical matters.
- 10 Uses mathematics as needed at work, eg measuring.

Adapted from Purdey (1992)

Local Source Materials

Resource 20

A student profile obtained from a local program.

See note about safeguarding privacy in
Module 1 Overview: Minimum Essential Resources.

Resource 22

Placement pathways that are available in your area.

Resource 23

Samples of reports used in a local program for
community or workplace purposes.

Interim Literacy Course Matrix

Courses at this level will assist participants to develop skills related to tasks & texts which are:	TAFE and adult community education providers	Labour market programs (Special Intervention Program)	Labour market programs (Special Intervention/ JOBTRAIN
abstract and non-personal in unfamiliar contexts (4)	4.1	4.2	4.3
partly abstract and non-personal in less familiar contexts (3)	3.1	3.2	3.3
personal and concrete but complex and in less familiar contexts (2)	2.1	2.2	2.3
concrete, personal and dependent on familiar contexts (1)	1.1	1.2	1.3
Focus of Courses	Primarily literacy focus (1)	Mixed vocational and literacy focus (2)	Vocational focus and optional literacy support (3)

Classification Appropriate for Referral of Job Seekers
to State Adult Literacy Programs

Suggested References

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Office of the Adult Community and Further Education Board (1992) "Towards a framework for adult English language literacy and numeracy" *Information Sheet* 1 October

Purdey M (1992) *Assessment, Referral and Placement Kit for Adult Literacy and Basic Education Programs in Victoria* Adult Community and Further Education Board Victoria

Venezky RI, Wagner DA & Ciliberti BS (1990) *Towards Defining Literacy* International Reading Association Newark DE

Evaluation of the Workshop Assessment, Placement and Referral

- 1 What particular aspects of this workshop did you find helpful?

- 2 What aspects were least useful or helpful to you?

- 3 What would you change, or like to see presented differently?

- 4 What future inservice/extension/support would you like to see arising from this workshop?

- 5 Any other comments?
